

Education and Training Inspectorate

Report of an Evaluation of Pupil Behaviour in Schools and Other Educational Settings

June 2010

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In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

1. INTRODUCTION

1.1 An estimated 3-4% of the school population in Northern Ireland (NI) is identified with social, emotional and behavioural difficulties: thus, schools face a considerable challenge to promote positive behaviour and establish a climate of care and social inclusion (Education and Training Inspectorate, 2007). Within this grouping, pupils exhibiting behavioural difficulties cannot be considered to be a homogeneous group; they vary in age, ability and family circumstance.

1.2 Current pastoral care issues in schools are complex and wide-ranging. They include mental health, bullying and relationship difficulties, anxiety resulting from examination pressures, self-harming and suicide, family conflict, low self-esteem, misuse of web-based technology, drug and alcohol abuse, gender and sexual issues and teenage pregnancy. Behavioural problems, which are medical or psychological in nature for an increasing number of pupils, may have their roots in the social and economic challenges faced by families and communities in NI.

1.3 Almost all schools inspected as part of the evaluation have taken active key steps to review their pastoral and disciplinary arrangements in support of the well-being of all learners (Appendix). By developing a whole-school approach to promoting positive behaviour and personal and social development, the schools recognise the existing complex needs of some pupils and are committed to reducing the frequency of behavioural problems and marginalisation.

1.4 For its part, the Department of Education (DE) has committed resources, including written guidance, to assist schools and the Education and Library Boards (ELBs) to develop practices which focus on improving the climate for learning for all. Behaviour Support Teams (BSTs) across the ELBs have established valuable levels of support such as professional advice, individual pupil support, whole-school training and classroom assistant allocation. The question arises, *'is the current level of support and the strategic model fit for purpose and if not why not?'* This evaluation concludes that, although for the most part the current model and the level of support afforded is appropriate, a small number of pupils with complex behavioural needs, require proportionately, a significant amount of teacher time and particular expertise. Different schools have different levels of expertise and experience to deal with the behavioural issues with which they are presented, and different threshold levels at which they need to seek additional help.

2. BACKGROUND AND CURRENT PROVISION

2.1 The publication of the DE, 'School Improvement: School Discipline Strategy' (1998) aimed to provide a coherent and consistent pastoral model of support, throughout the education sector. The subsequent publication of 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001) offered best practice guidelines on successful discipline policies and practices in schools. Over the ensuing period, both the strategy and guidance materials have acted as a mainstay to direct whole-school improvement in this area and as a pre-requisite of effective learning and teaching.

2.2 In 2008, DE gave a commitment to the Northern Ireland Audit Office (NIAO) to undertake a baseline exercise to determine the current quality of pupil behaviour in schools. As part of this work, DE designed a short online questionnaire which was issued to all primary, post-primary and special schools in February 2010. The current evaluation provides additional evaluative evidence of the outworking of DE's strategy and the impact of the support provided by ELBs across a sample of the schools. The Inspectors took into consideration the findings of DE's baseline exercise.

2.3 The Education and Training Inspectorate (Inspectorate) was commissioned by DE to carry out a series of follow-up visits to schools, in March 2010, to enable an in-depth exploration of the issues around behaviour, and on the support available to schools in dealing with challenging pupil behaviour.

3. METHODOLOGY

3.1 The methodology for the Inspectorate evaluation included scrutiny of the published materials available to schools and of positive behaviour documentation developed by the staff within schools and other related organisations.

3.2 Follow-up visits to a sample of one special, six primary, including one Irish-Medium school, and 29 post-primary schools were organised, as well as visits to five centres for Education Provision Other than at School (EOTAS), providing support for pupils whose needs are not presently met in mainstream schools. All of the schools were selected from a combination of available questionnaire data and/or by geographical location and school governance type. The EOTAS centres were selected individually by geographical location. Additional evidence was considered from a number of inspections already scheduled which involved members of the evaluation team.

3.3 The inspectors interviewed key ELB behaviour support officers, school staff and the staff involved in other education settings, held discussions with children and young people, and observed classes in the post-primary phase, selected at random, from either year 10 or 11.

3.4 The objectives of the evaluation were to:

- inform and enhance the baseline position on pupil behaviour to inform the education and library boards and subsequently the Education and Skills Authority, and also the DE policies currently being developed; and
- confirm if the school discipline strategy and promoting positive behaviour guidance remains a valid model to address the current pastoral issues experienced by schools.

3.5 A team of eight inspectors and three associate assessors carried out the evaluation. Extensive material, relating to behaviour and behaviour support, was shared with the team; together with the data from the DE questionnaires and evidence from both the discussions with pupils and lesson observations, these materials helped to inform the team's professional judgements.

4. SCALE OF THE PROBLEM

4.1 While the findings of the DE questionnaire survey indicate that schools report a positive picture of the behaviour of almost all of the pupil population, issues remain relating to a very small percentage of pupils whose behaviour remains unacceptable, including violent behaviour and sexual harassment, alcohol and drug abuse. This report finds that schools require and would welcome further training as they are facing more complex challenges, albeit for a small number of pupils whose behaviour reflects adjustment and mental health difficulties. Given the numbers suspended or dropping out of school or educated in the EOTAS centres, and the high use of and referral to the school counselling service, the issue of pastoral wellbeing and supportive and inclusive responses to need, are not yet resolved to a satisfactory degree. This report considers these factors further and suggests recommendations to inform further improvement.

4.2 Schools play a critical role in safeguarding children and young people and promoting pastoral care and positive behaviour; from the inspection findings, there is clear evidence that the pastoral care guidance put forward by the DE in 1998, and the ELBs' and schools' subsequent high level of support in this area, are ensuring that the vast majority of pupils behave well, look forward to, and engage willingly in school life. Notwithstanding the progress in making schools welcoming learning and social environments, this evaluation finds variation across schools in addressing pastoral needs. The evaluation also notes that the nature of behavioural difficulties experienced by a minority of pupils is becoming more complex and is frequently associated with mental health and personality disorders.

4.3 It remains difficult to quantify the problem given the differing size and social contexts in which schools work in NI, the different capacity levels of schools, the numbers of pupils educated off-site, and the lack of an effective data system to record improvement in pupils' well being; it is evident, however, that a minority of pupils present with very challenging behaviours as a result of the impact of societal changes including, unemployment, dysfunctional families, increased drug and alcohol dependency, abuse including domestic violence, mental health and personality disorders. Other pupils have been identified who are at risk of marginalisation and who have very complex needs, which are not addressed by the current model of provision. An inordinate amount of staff time in a minority of schools is spent on managing disruptive behaviours and the quality of the educational experience of other pupils who are keen to learn, can be impacted upon. Consequently, there is a significant need to build the capacity of staff in schools during both initial teacher training and continuous professional development stages, to deal more effectively with the pastoral and emotional needs of pupils.

4.4 In view of this evidence, the Inspectorate finds that the 1998 model remains valid but should be updated in light of the findings of this report, the responses of the school questionnaire, and other developing DE policies. The findings also demonstrate that an unacceptable number of pupils are suspended or excluded from school, and that such pupils are more likely to be from more disaffected environments or homes or have experienced significant hurt in their lives.

4.5 Effective pastoral care in schools must include both staff and pupils. It is significant that a minority of teachers facing challenging and aggressive behaviours in the schools visited have been subject to physical and verbal attack, and consideration of and adequate support for the risks inherent in schools and teaching situations, remains paramount to effective pastoral and educational provision. Evidence from the evaluation confirms the pressure, under which front line key staff are working. Staff, particularly in the post-primary non-selective sector, are increasingly challenged to provide the level of support which is needed for the complex behaviour management of a minority of pupils. Such behaviours are also presenting earlier within the primary phase, and increased opportunities for the provision of nurture groups, through the better deployment of existing staff and the reduction of class sizes, could also support challenging aspects of behaviour management for young children. A review of the current model of provision should address these important issues, and behaviour management should be a key staff development component in school development plans.

5. FACTORS AND TRENDS EMERGING SINCE 1998

5.1 Across all phases of education the vast majority of pupils are keen to learn, behave well and are respectful to both teachers and support staff. Pastoral care is a fundamental foundation of educational success for all pupils. Since 2001, schools and out-of-school centres have made effective use of the DE guidelines for promoting positive behaviour; in this work there has been a substantial shift from punitive discipline to positive behaviour policy and practice, which celebrate achievements and acknowledge individual pupil effort.

5.2 As part of the evaluation of pupil behaviour, the Inspectorate visited 42 lessons, selected at random from years 10 and 11; these included a small number of sessions in other education settings. One major finding is that effective classroom management is a prerequisite for creating a climate to support learning and teaching, and to raise educational standards and to promote social and emotional development. Many of the lessons seen included pupils who were, or had been, in receipt of additional services, provided either by the school or outside agencies. The quality of learning and teaching was good or better in most of the lessons observed; in just over one-sixth of the lessons, the teaching was outstanding.

5.3 In the best practice observed the teachers: planned well for their lessons; made good use of classroom management skills to promote positive behaviour by making the lesson topic interesting and relevant to the pupils' own experiences; enjoyed excellent working relationships with the pupils; responded as far as possible to their wide-ranging educational needs; used the pupils' interests as starting points for learning; encouraged them to talk about how they learn best; provided reassurance, built confidence and encouraged pupil motivation and commitment; and sought specialist support when available to support individual needs. In most of the lessons observed, the NI curriculum is having a beneficial effect in addressing pastoral needs by offering enhanced opportunities for the pupils to contribute to the lessons and develop a wider range of positive attitudes and dispositions.

5.4 In contrast, in a small number of well-presented lessons, moderate or seriously disruptive outbursts from pupils were noted, including persistent talking, use of foul language and disrespect for peers and blatant defiance of the teacher. Such factors were repeated in subsequent lessons taken by other teachers and had negative impact on the other pupils' learning experiences and on the professional confidence and well-being of the teachers. In these small number of instances other factors, extraneous to the skilful classroom management by the teachers, resulted in confrontational behaviour by the pupil and subsequently impacted on the overall quality of the lesson. The arrangements for addressing indiscipline and supporting the diverse pastoral needs of the pupils may well, in some instances, necessitate the school removing the pupil temporarily from class, to work with the pupil to address the behavioural issues in a positive way; on other occasions it may necessitate intervention and support from a range of health personnel, parents/carers and other external services to the school. Critical is the need to address such unacceptable behaviour as soon as it manifests itself, for pupils to take responsibility for their behaviour and to give them strategies of support and help.

5.5 Since the last survey, the overall pupil profile within the post-primary sector has changed with the increase in the proportion of pupils with special educational needs being educated in mainstream schools. Consequently, schools have deployed available resources carefully to deal with complex and demanding pastoral and educational issues, including significant behavioural and emotional problems.

Case Study 1

An urban non-selective school was successful in obtaining funding to establish a Personal Development programme for pupils with social, emotional and behavioural difficulties (SEBD). There are 567 pupils enrolled in the school and 300 pupils on the SEN Register; 19 are on Stage 3 Code of Practice and being supported through the Secondary Pupil Support Service (SPSS) outreach programme. Two members of the teaching staff have been 'seconded' for 12 weeks to implement the programme to the 78 pupils from Year 8-12 who have been referred by other staff for various reasons including: anger management, aggression and low self-esteem. Each pupil is allocated 30 minutes each week for 6-8 weeks. Staff work individually and plan a 'tailor-made' positive behaviour programme for each pupil. Pupils are supported to talk about what is working well for them in school and take responsibility for managing both work and behaviour. Information regarding diet, exercise and sleep all form part of the programme. After completion of a baseline assessment, staff monitor progress and indicate appropriate areas for development.

5.6 Many positive attributes emerge from a 'tailor-made' approach such as that in the case study (1), for the pupils concerned, including the promotion of self-esteem and self-respect, respect for others, self-discipline and responsibility. Due recognition also needs to be given to the investment of time and human resources in a relatively small number of pupils, who are in great need of support while simultaneously giving adequate attention to the rest of the school population.

5.7 In a minority of schools within the sample, professional development in behavioural management techniques and flexible deployment strategies for classroom assistants have supported both teachers and pupils well. The practice of developing the professional capacity of teaching and support staff to deal effectively with the issue of behavioural difficulties, and the more complex pupil profile, needs to become more widespread.

5.8 A small number of pupils in post-primary and special schools with whom discussions were held, reported levels of stress and anxiety in school as a result of coursework demands, lack of support from parents or carers, relationship and bullying difficulties which include cyber bullying, and lack of understanding from a small minority of teachers when they cannot cope with the work. Good, empathetic communication practices between teacher and pupil are essential attributes of health and well-being programmes, including positive behaviour, within schools. There is evidence that a small number of pupils feel their needs are often ignored or are given little opportunity to talk about their emotional states. Such anxieties manifest themselves in negative behaviour patterns and point to the value of counselling programmes and small group discussion sessions within school.

5.9 Cyber-bullying, as reported by a minority of pupils during the inspection, can have a major impact on the well-being of a young person; such behaviours were not pertinent at the time of writing the original strategy in 1998. Examples reported by schools during the evaluation include: pupils who film fights or assaults and circulate them via mobile phones; pupils sending insulting and vicious text messages; pupils posting photographs of another pupil without the pupil's knowledge on a social networking site; and pupils hacking into social networking sites and copying and circulating material which may be embarrassing or personal. It is the responsibility of all schools to safeguard and promote the welfare of learners. A young person's welfare embraces all aspects of pastoral care, child protection, personal behaviour, health and well-being, safety and security (DE Circular 2003/13). Schools therefore have a duty of care and must ensure that they safeguard pupils and staff.

Future development of behaviour policy or guidance must therefore encompass related e-safety considerations by implementing the guidance in DE Circular 2007/01, enable pupils to weigh up the consequences of misusing technology and to develop greater awareness of the consequences of their actions on others.

5.10 The DE has been active and responsive to the evidence of need for counselling support for young people in post-primary schools but the increasing demand is outstripping the current provision. An increasing number of schools have employed their own counsellors in addition to DE provision as a necessary early intervention strategy; others have built staff capacity by supporting the accredited professional development of teachers in counselling programmes. The case study (2) which follows indicates the value to pupils of one-to-one and small group counselling sessions with a significant adult.

Case Study 2

In one school as a consequence of numerous completed suicides, pastoral provision has been reviewed and improved to provide in school counselling support, early screening of need, and intervention guidance to help staff; the provision is enhanced by 'drop-in' evening sessions for parents, carers and pupils.

5.11 At the time of the evaluation approximately 1,000 young people were in EOTAS which provides support to the mainstream schools sector. The reasons for the disaffection of pupils who subsequently find themselves in EOTAS can be varied; a majority have statements of special educational need or require additional support with their learning; frustration can arise if these needs are misunderstood. Additional factors prevail which may influence the lives and experiences of some young people over which schools and teachers have little or no control, including highly fractured communities and the poor perception of education by parents who may have had a negative experience of school or demonstrate poor parenting skills. Schools often struggle to meet the needs of this group of pupils, who can display very challenging behaviours, disrupt classes and refuse to conform to normal school rules and expected models of behaviour.

Case Study 3

An EOTAS centre provides for 10 pupils in key stage 2 who attend for a maximum of 3 terms with a very structured curriculum and one day spent on outward bound activities as a reward. Accreditation is available for the outdoor activities. Pupils are well-supervised and opportunities sought to raise self esteem and also to challenge poor behaviour and address negative attitudes. Careful computerised records are maintained of incidents and trigger points for poor behaviour. Positive behaviour management is practiced and good working relationships developed with teachers and pupils. The pupils are taught to manage their own behaviour and barriers to learning are addressed. When the pupils begin to re-integrate into the mainstream school, they are accompanied for a time by classroom assistants who have been trained in behaviour management. The pupils maintain their connection with school and all involved are aware that the pupil will be returning to school and a fresh start made.

5.12 Inspection evidence confirms that the arrangements whereby the numbers of pupils who are exhibiting complex behaviour difficulties and who are referred to EOTAS and excluded from mainstream education necessitates review, in order to inform intervention and reduce the rate of referrals . Structures and provision across the ELBs to support

schools to develop their pastoral and behaviour practices are now well-established and understood. Access to a range of advice, individual support for pupils, classroom assistants and multi-agency support is well used by the majority of schools. Interventions are widely appreciated and, in most instances, effective in enabling the schools to include pupils who would otherwise be suspended or expelled but for a small minority the issue remains pertinent.

5.13 Reviews usually focus on behavioural targets and risk assessment and frequent discussion between teachers and the team provides evidence of the need for the degree of intensive support. While ELBs find it difficult to quantify the success of the impact of behavioural support, it is clear that their services are under pressure from the high levels of referrals. Worrisomely, the ELBs report a growing level of referrals from schools concerned about younger children from as early as Year 1 and a high risk of disaffection among looked-after children.

5.14 The variable adherence to the current guidance on suspensions and expulsions by schools, is a cause for concern and it is apparent that many pupils 'go missing,' and their cases fail to reach the established suspension/expulsion panels; a high number of pupils suspended have statutory statements of need. These situations are unacceptable and action is needed to address the issue of specialist support for specific categories of pupils at high risk.

6. THE CURRENT MODEL OF SUPPORT

6.1 The model resulting from the '*School Improvement: School Discipline Strategy*' (1998) remains valid; it continues to be valued and its recommendations form the cornerstone of current positive behaviour policies and procedures which schools and related centres have implemented well.

6.2 There is evidence that in the years following the implementation of the strategy, schools have gained considerably from the effective support received by the BST and have developed competent practice that goes beyond the recommendations of the original documents. Other guidance materials published in the intervening period including, '*The Reflective Teacher*' and '*Together Towards Improvement*' have also supported whole school self-evaluation processes leading to improvement in discipline and positive behaviour policies and practices. Evidence from this evaluation indicates that, in the very best practice, a minority of schools have effectively 'personalised' the guidance recommendations for their pupils and leaders have taken responsibility to develop, as far as possible, the professional expertise of staff before requesting external support, when necessary.

6.3 Evidence from inspection confirms schools' use of appropriate, multi-faceted approaches and strategies to encourage positive pupil behaviour including: consulting with the pupils on wide-ranging aspects of school life; provision of breakfast and homework clubs; interesting activities provided for recreational periods; relevant personal development programmes in which learners can choose topics of interest; mentoring and buddy systems; cards on the web-site for parents' information and access; and text systems to inform parents of school events. Pastoral care is at its most effective when it is all pervasive and fully integrated into the routines of the school. Styles of learning and teaching, ethos, relationships, behaviour, curricular and extra-curricular opportunities all come within the pastoral dimension. It follows, therefore, that when pastoral care is well-embedded within all aspects of school life and pupils feel both included and valued behavioural issues will occur

less frequently. Equally, when communication practices are used effectively and sensitively to ensure that appropriate staff are well-informed of relevant pastoral and special educational needs issues this can have a direct impact on positive pupil behaviour. Empathy emerges as a significant aspect of success intervention, and support for learning is crucially linked to positive behaviour.

6.4 The 1998 model, while remaining valid, has limitations which result from societal changes and the demands of a more complex pupil profile. Given such changing circumstances, it is timely that DE has requested an in-depth exploration of the issues around behaviour, and on the support available to schools in dealing with challenging pupil behaviour. Additionally, the ELBs are undertaking a more consistently directed approach to behaviour management and have learned from the experience of current working practices. The Inspectorate endorses the need to develop services and share good practice across ELBs to create an improved and more inclusive model of behaviour support and recommends the need for a more effective system of measuring improvement through data collation and analysis. The existing data also indicates the importance of addressing the educational needs of pupils who display challenging behaviour and for whom their behaviour hides learning difficulties. Effective assessment is a crucial element of much of the pastoral response to need.

7. CONCLUSION

7.1 When resources are strongly focused on pastoral support at a whole school level, including provision of appropriate pastoral accommodation, the outcomes for all pupils are more successful. Overall, there is strong evidence to suggest that most schools have moved to a positive behaviour model based on affirming pupils, celebrating achievements and rewarding good behaviour. This model combined with an effective pastoral care system, can be successful in reducing the numbers of pupils in danger of becoming disaffected.

7.2 Proactive strategies to prevent and to deal with discipline issues emerging from the issues identified within this evaluation need to be included within any future review of the strategy. However, for a small minority of pupils, concerted efforts within and beyond the school, are necessary if their needs are to be met. Capacity building measures in schools alongside greater school responsibility and accountability should be considered, building on the strong support the schools are developing from one other within area learning communities. It may well be, that within area learning communities existing support from the other educational settings or special schools and youth sectors should be better utilised in addressing the educational inclusion of pupils currently at risk and the capacity of staff in mainstream schools.

7.3 Since its inception in 1998, the attention afforded to pastoral care and behaviour support in schools and other educational settings, has developed substantially and the needs of pupils are more likely now to be identified and appropriate action taken to address individual needs. However, and significantly, not all schools are committed to inclusion as the corner stone of their pastoral practice. Too many pupils fail to remain in school full-time while of statutory age. That said, interviews with young people reveal in many instances a range of reasons and explanations as to why they have lost their place in or become uninterested in school. What is clear from inspection evidence is that increasing opportunities for the voice of the pupil to be heard, results in the development of greater empathy and understanding between teacher and pupil, and in pupils more likely to engage with learning.

7.4 Inconsistencies across the ELBs are well recognised and being addressed actively through the inter-board forum. The overall conclusion from this evaluation signifies that DE and the ELBs are on the correct course of action by promoting a common policy of pastoral care and behaviour support. Such action may not be sufficient to ensure improvement in the rising pressures on schools to address significant behavioural problems experienced by a minority of pupils.

7.5 The incidences of violence against school staff in a minority of the schools visited remains unacceptable, and is an issue which requires action not least through improved risk assessment and de-briefing sessions but as an integral aspect of future policy development and subsequent guidance in this area. The implications of this evaluation are that schools need support to develop their capacity to provide pastoral guidance and assistance for pupils whose needs are highly complex, if they are to move from a system of reliance on external sources and a model of suspensions and expulsions, to one where actions are motivated by commitment to inclusion and equity which reflect local conditions, community priorities and an analysis of national and individual school data.

8. RECOMMENDATIONS

8.1 Evidence from the evaluation confirms that the 'School Improvement: School Discipline Strategy' (1998) and the 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001) documentation together remain a valid model to address the majority of pastoral issues experienced by schools. The model needs to be updated and cross-referenced with current related DE policy developments.

8.2 For improvement to occur the following recommendations are also made:

- the creation of further intensive support resources, involving other professional disciplines from without the school, for the small number of pupils who present with challenging behavioural difficulties;
- an increase in the capacity of staff in schools and other educational settings to deal effectively with a complex range of pastoral and behavioural needs of pupils, frequently presenting from an earlier age, to include a stronger alliance of special educational needs and pastoral support in schools;
- a review of the deployment of staff, at school level, particularly in the primary phase, with a view to reducing class sizes;
- an improvement in the capacity of schools to assess and address better the learning needs of children and young people and thereby reduce poor behaviour and disengagement;
- the development of a more regular and effective system of assessing the benefits of intervention strategies and discipline measures on pupil behaviour through improved data collation and analysis;
- the establishment of a help line, similar to that organised for child protection concerns, for teachers facing complex behaviour issues;
- the inclusion of guidelines on relevant e-safety issues relating to positive pupil behaviour within future strategies and guidance materials;

- the development of more consistent models of support and collaborative working practices across the five ELBs and the sharing of models of good practice;
- the development of better communication among pupils, parents and school staff with a view to evolving a shared view of good behaviour and a shared view of how to achieve this;
- a review of the system of suspension and expulsion to provide more effective guidance and greater flexibility to address changing needs in each phase of education, and for specific groupings of children including, looked-after children; and
- the identification of and more explicit reporting on pastoral issues within current inspection models and on examples where very good pastoral care provision has led to educational success and/or to other achievements.

SCHOOLS/ORGANISATIONS WHO CONTRIBUTED TO THE EVALUATION

Aquinas Grammar School
Ashfield Boys' High School
Ballyclare High School
Carrickfergus Central Primary School
Carrickfergus College
Corpus Christi College
Cullybackey High School
De La Salle Boys' College, Belfast
Devenish College
Dunluce High School
Dunmurry High School
Edmund Rice College
Erne Integrated
Gaelscoil Eadain Mhoir Irish Medium School.
Garvagh EOTAS
Glengormley High School
Hunterhouse College
Londonderry Model Primary School
Loughshore Resource Centre
Magherafelt High School
Monkstown Community College
New Bridge Integrated
Newry High School
Newtownbreda High School
Omagh High School
Orangefield High School
Redburn AEP
Seaview Primary School
Sperrinview Special School
St Brigid's College
St Colm's High School, Draperstown
St Colm's High School, Dunmurry
St Genevieve's High School
St John the Baptist Boys' Primary School
St Joseph's College, Belfast
St Joseph's College, Coleraine
St Paul's High School
Taughmonagh Primary
The Belfast Model School for Boys
Victoria Primary School

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